

Conditions of Educational Environment for the Development of Teenagers' Moral Relations

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The relevance of the study is conditioned by the fact that social relations require from a school graduator not only the subject specific competences, but also the ability to build interpersonal interaction based on moral norms. Therefore, this article is aimed to reveal the conditions of the school educational environment organization promoting the formation of moral relations among adolescents. The leading approach to consider this problem is a system-activity approach, allowing present structure of the educational environment and the mechanisms of coordination of its elements in complexity. The article presents the results of a study of teenagers' moral relations to be characterized as stable, active, generalized, differentiated, prosocial directed relations. The main conditions of teenagers' moral relations are subject-subject interaction in the context of academic and extracurricular activities, the humanization of the content and technologies of educational process, the saturation by moral facts the subject and space environment of school, meeting social and psychological needs of educational relations participants. The article submissions are of practical value for school teachers dealing with the problem of pupils' spiritual and moral development in school and extracurricular activities.

Keywords: moral relations, indicators of possible age development, educational environment, organization of work

INTRODUCTION

One of the key components in the structure of the basic of new generation educational program in the formation of all its sections is a spiritual and moral development and education of students. The main educational program of the school should include the purpose, objectives, expected results, activities, organization of the working model, indicators of educational institutions effectiveness in terms of

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spiritual and moral development and education of students (Vershina, 2009). But the analysis of psychological and pedagogical literature shows that is currently known about the age of formation of moral judgments (Kohlberg, 1984), values (Rokeach, 1973), orientation (Schwartz, 2007), attitudes (Katz, 1936). However, it is not enough data on age characteristics of moral relations formation among today's children and the system of representations of the possibilities of intra-school environment development for the formation of such an interaction between the participants in the learning process.

A comparative study of organizing special pedagogical influence on the formation of moral relations among pupils in various types of educational institutions (grammar school, high school, secondary school) showed that the most attention in this regard is given to children in the initial link, and teenage students do not have sufficient participation. But this is a sensitive age for the development of such relations within people with child's active engaging in the social life of school and region, expanding the space of individual interaction, finding his place in the system of interpersonal relationships, learning the rules of social structure of the state. The results of our survey confirmed the well-known idea that the spontaneous formation of relationships among adolescents often does not acquire the ethical character. The development of moral relations requires an integrated system of special social and educational impacts organization taking into account age and individual characteristics of the adolescent. This system of formation of schoolchildren's moral relations should include a task work and extracurricular employment of children, working with all the participants of the educational environment, a special organization of educational environment components. About such an experience the authors would like to talk further.

METHODOLOGICAL FRAMEWORK

In adolescence, moral and spiritual education should be carried out based on the following age-related features: a high degree of freedom, of activity, communication, enterprising, enthusiasm, courage of children, constant discussion of moral values and testing their stability in the interaction with peers. To ensure the integration of these features the work of school on the formation of teenager's moral relations should be based on a system-activity and student-centered approaches.

On the basis of system-activity approach it was determined the principles of moral relations student-teenager, developed a system of teenagers' moral relations formation in the school educational environment. Established system defines the teachers' purpose, direction, and principles of working; algorithm of connection between functional and substantial components of the environment.

Understanding this methodological principle of system-activity approach as the principle of organic integrity of both objective and subjective, we, basing the essence of the objective and the subjective role in the development and operation of the system, concluded that the basic principle of the developed system implementation should be the unity of consciousness and activity specified in our work as the principle of moral consciousness and activity unit. This principle in the first part focuses the school teachers on creating the conditions in the organization of educational and extra-curricular activities of adolescents for formation of moral semantic structures of consciousness. In its second part this principle aims at creating the situations of moral choice in the context of academic and extracurricular activities (moral context of activities) and training the strategy and tactics of moral interaction to teenagers. The practical component of this principle is implemented in moral activity in the sphere of real deeds and actions of the student at school and in extracurricular engagement with the world. The latter identified by

us as structural components of the formation of teenagers' moral relations in the school educational environment.

The methodological significance of moral activity, the concept, which is different from the concept of "moral activities" by availability of man's internal motivation to create goodness, in collaboration with others and himself determines the need to include students in the system of moral relations in academic and extracurricular activities. Such a context is created by the activities of "educational environment of the dialogue of equal partners."

Organization of the school educational environment contributing to the development of students' moral relations involves the modernization of its spatial and subject, social, individual, organizational and technological components. Subject medium has to be supplemented with equipment providing the work performance. So, in each class we need a computer allowing teachers and students to choose a way to do the work, to be creative, to use information resources to link a variety of lessons and learning activities (computer science and Russian language school TV and Training, etc.). Also school subject environment should be supplemented with the desired symbols providing the ideological environment of socium. In the school hallways the should appear the boards on the symbol of the region and the state, the ethnic groups living in the region, its modern academics and discoverers, nature of the region, the regional developments, the exhibition of achievements of pupils and their parents, graduates, teachers and staff (Yarmakeev & Pimenova, 2014). Also there should be stands with visual representation of school rules, laws and requirements. This material is actively being studied by adolescents in line with various objects, supplemented and used in extracurricular activities. Of course, with the adolescents' participation in school we should have actively working local history mini-museum reflecting the cultural growth of the school, the region, the family tradition of teachers and children of the school.

In the social component of the school environment we should incorporate the principles of equality, dialogue, freedom, unity, tolerance. For example, students and their parents are actively involved in the organization and management of educational process (Board of Trustees and the Board of school authorities). They are involved in carrying out the actions (round tables, meetings, project activities), and are pioneering of creative unions' work ("Patriot", "Fatherland", "Ecology" and others, they are involved in the regulation of financial issues of school life and the choice of training courses, their content and form of teaching (Fahrutdinova, 2014; Ermolaeva, 2014).

In the formation of moral attitudes teaching staff should bet on democratic style of leadership and transpersonal communication style. It can be done in organization of cooperation between the participants of educational process. To learn such skills teachers need to be periodically trained (personal development, communication, technology, etc.). Teachers also introduce these strategies into the working and extracurricular educational process (group forms of work, joint activities, discussions, dialogue, peer assessment etc.) (Abdrafikova & Konopatskaya, 2014). In addition, together with the social and psychological service school teachers are work hard on the development of interpersonal relationships in the classroom, creation of moral environment in it (class hours, training, newspapers, volunteering, holidays, patriotic and environmental activities, thematic meetings and propaganda teams et al.).

The systematically important element of the whole environment is psychodidactic component including the contents of the social process, learnt by teenager the means of action and organization of learning. Thus, the content of any lesson is to be saturated with moral ideas and facts. The literature subject can include essays on the problem of self-determination: "I and my future," "My best day," "My ideal friend" and others. And teenagers within humanity subjects can

learn a special course - "Lessons of Life". The purpose of the discipline - the accumulation of behavioral experience, operational skills of ethical communication. Contents should be built as the lines of programs of child's social and personal development in the framework of "School 2100" in three ways: self-knowledge, knowledge of the world and the place in it (Bondyрева, 2005). Therefore, the content of the program is presented in three main blocks: "It is me", "I and the world," "I am at peace." As a methodological support the adolescents can write "Action Diaries" where they will describe their ethical work, justify it by the national and literary wisdom, to obtain the estimates of peers and conduct self-esteem, building their own plans for life. In these lessons, children will be able to obtain the necessary in their age the social approval of good, solve situations requiring ethical behavior, enrich the knowledge of ethical concepts and learn to recognize moral values of life. The gained experience should be integrated extracurricular self-activity.

RESULTS

Our long-term studies show that in such a way organized complex work of the whole team allowed the school to achieve the development of moral relations in adolescents to the end of the age up to high level of 36% of pupils. In comparison with other schools it's more for 20%. The indicators of this attitude are: teenager's focusing on social laws, norms, role obligations; effective nature of moral standards adoption manifesting in the ability to make friends, support, trust, understand stereotypes, attitudes, feelings, and others' motives, in presence of permanent friends, always ready to help to the needy, in unselfishness, honesty, kindness, and benevolence. But such human values as freedom, beauty, creativity, wisdom is accepted only emotionally as passive. The teenager shows a steady moral autonomy, takes internality adequate to the conditions a reflexive position of the evaluation of moral norms and possibilities of their observation in a given society. He is resistant to comply with moral standards and expects them to be complied by others, negatively suffering in cases of injustice, irresponsibility, lies, selfishness. But conscience is not a major landmark in the interaction with others, social norms are seen as a means to unify with others, meet the need for the adoption of subjectivity. Moral values are not yet stable regulators of interaction, the needs of communication. Personality is guided by emotional regulation and the need for self-esteem. His behavior is often motivated by shame, guilt, pragmatism. But in judgments the teenager shows a stable social responsibility and regulations, aims to translate them into activities, but cannot always resist the external and internal influences. Therefore, the altruism is shown ad hoc, but he does have a steady desire to be kind and honest. Also, the students have demanding but positive differentiated assessment of other's by moral parameters. Children show a clear division of spheres of being open in the manifestation of the relationship with the scope of "WE" which is smaller than the scope of "You." Behavior patterns of the individual are sufficiently plastic to be in a harmony with the other people's schemes, but correlated with a strong inner core. Teenager takes meaningful dialogue with the Others, without conflict combines general cultural and personal contexts of meaning and adults' requirements to be performed not by the parameter of authority but in terms of human relations, public priorities.

With regard to himself as a medium of rules teenager shows a steady positive differential integral ordered the self-adoption as an independent moral personality. He shows self-discipline, formulate the responsibilities for himself, he believes in himself, realize the needs of development and expression.

DISCUSSIONS

The problem of moral relations of a student is not a new scientific problem. At present, this problem has an interdisciplinary character and is investigated on ethical, social, psychological and psycho-pedagogical levels. On the ethical level the essence of the moral relationships is revealed (Kant, 2000). On the socio-psychological level the influence of social and psychological factors on the development of such relations is determined, the psychological mechanisms contributing to their formation are shown (Bondyрева, 2005). On the psychological and pedagogical levels moral relations of the subjects of education are studied in indissoluble unity with studying the processes of mental development and personal formation of students at different stages of education (Koval, 1997; Popov, 2008; Friesen, 2005); the content, principles and methods of students' moral relations formation is determined (Rakhimov, 2006; Mills, 1992). All this creates the necessary scientific and theoretical background for the study of problems of teenagers' moral relations in the school educational environment.

The study of the scientific literature and research, thematically related to ours shows that these prerequisites have been partially implemented in the formation of moral consciousness of the future teachers (Pozdnyakova, 2009), axiological relation of future teachers to student's personality (Pazukhina, 2012), axiological consciousness of future teachers (Vershinina, 2009), on formation of moral-axiological position of students - the future sociologists (Pupkov, 2010), in identifying the characteristics and strategies of achieving the moral sense of the personality of adolescents (Friesen), boys (Leontiev, 2000), the development of content and methods of psychological support of the formation of adolescents' and young adults' moral attitudes (Rezyapova, 2011).

Noting the fruitfulness of the researches, it should be recognized that currently in educational psychology the problem of moral relations of adolescents is far from a final decision. As for analysis of the scientific literature, this problem has a great diversity of opinions quite difficult to be organized (Shihirev, 1985 et al.). Established tradition of understanding the human moral attitude to another as to an Equal (Leontiev, 2000) does not reveal its psychological content and does not answer the questions arising in the actual practice of education, where it is necessary to know the characteristics and components of moral relations, mechanisms, factors and algorithms of their development. The need to fulfill this gap in scientific knowledge determined the thematic justification of our research.

CONCLUSION

It is necessary to state that the modern school may have rich opportunities for moral and spiritual development of adolescents to be realized in taking into account the indicators of possible age development and the organizing an integrated system of education. Such a system of educational activities should be based on student-centered and system-activity approach, which implements the system principle, aimed at organizing a combination of factors of moral relations in the educational environment into a system corresponding to the values of hierarchy, integrity, activity, akmeology, dominance, modeling, sustainability. The activity component of this approach forms the basis for changes in the student's personality and his moral consciousness as a subject of academic and extracurricular activities. When building a system, we should remember that it has targeted, designed, simulated character.

In order the educational activities at school to contribute to the development of teenagers' moral relations, we need to organize the components of the educational environment, namely, space-subject, social, pedagogical and didactic units. In the pedagogical unit it is expected the mandatory introduction of psychological and

pedagogical support program of moral relations of adolescents, including assistance to the subjects of the educational process in the formation of humanistic relations in academic and extracurricular interaction, in the formation of moral “ educational environment of the dialogue of equal partners.” The program is a set of socio-psychological and educational activities aimed at creating conditions in the educational environment to enhance its subjects to have changes in the structure of relationships in the vector of universality.

Experimental work on the implementation of system-activity approach to the development of teenagers’ moral relations at school has shown its effectiveness. The measured characteristics of the teenagers’ moral relations allowed to empirically identify opportunities for the development of relations between man and the other, to the moral norms and to himself as the subject of morality in the vector of universalization and space of social interaction at this age level. The implementation of the system- activity and student-centered approaches and programs of psycho-pedagogical support of teenagers’ moral relations development significantly increased the level of activity, the stability of prosocial directional communication with others, based on humanistic values of kindness and honesty.

RECOMMENDATIONS

The study is aimed at improving the social interaction of teenagers on the criterion of moral relations to others, to the world and to themselves. Revealed characteristics of teenagers’ moral relations can be a guide in the development of indicators of the educational organization activity in the development of moral relations among students to the end of adolescence age. We can help by a developed and tested program of psycho-pedagogical support of the teenagers’ moral attitudes formation, including the teachers’ activities: helping young people in humanitarian relations with themselves, others and the world; helping teachers in the systematization of teaching moral skills and pedagogical interactions in the organization of subject-to-subject co-curricular activities in the formation of moral educational environment at the school; helping parents in child-parent relationships.

The findings enrich the content of psychological and pedagogical training in teacher training institutions, in the system of retraining and advanced training of teachers. Research materials can be used in lecture courses of developmental psychology, educational psychology and the history of psychology, when writing scientific papers related to the problem of the moral development of children.

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